

---

VIEWPOINTS/CONTROVERSIES

---

# THE SEARCH FOR A RENEWED VISION OF SECONDARY EDUCATION WORLDWIDE

---

*Charles Magnin*

---

In memory and with profound appreciation of  
Cecilia Braslavsky and Soledad Perez

## **A heritage to be cultivated**

This article is a summary of an interdisciplinary research project which had the objective of setting up and implementing “interdisciplinary training for policy dialogue in the field of education”.<sup>1</sup> This training focuses on the past, present and future of secondary education in various African and Latin American countries. In describing this work here, we hope to establish useful interactions with other policy dialogue projects that are presented in this and the preceding issue of *Prospects*.

---

*Original version: French*

*Charles Magnin (Switzerland)*

Ph.D in history from the University of Geneva, where he has been professor of history of education at the *Faculté de Psychologie et des Sciences de l'Éducation* (FPSE) since 1998. His research concerns mainly the history of political debates about equality of access to secondary and higher education, the history of school curriculum and of school culture, and the international debate on education. He has recently co-authored *L'Enseignement secondaire à l'échelle mondiale: bilan et perspectives / Secondary education worldwide: assessments and perspectives* (2005) and a special issue of *Paedagogica Historica* (February 2006) entitled *L'Éducation nouvelle, genèse et métamorphoses / New Education, genesis and metamorphoses*, the proceedings of the 26th meeting of the International Standing Conference for the History of Education (ISCHE), Geneva, 2004. He also directs the *Fondation Archives Institut J.-J. Rousseau*, an institute which was the forerunner of FPSE, and participates in the CRIÉE, a research team which organizes major historical exhibitions on education in collaboration with Geneva's Ethnographic Museum. E-mail: charles.magnin@pse.unige.ch

The following pages provide an overview of the development of a research project that was proceeding along at a solid pace when immense sorrow struck the research team: two of its key players succumbed to illness within the space of six months. Soledad Perez († 13 December 2004), in her capacity as professor of comparative education at the Faculty of Psychology and Educational Sciences (FPSE) at the University of Geneva, had a major influence on this complex project. Cecilia Braslavsky († 1 June 2005), in her role as Director of the IBE, was one of the most dynamic initiators and driving forces behind this research. The frank and creative exchange of ideas that bound us so strongly was enriched by their unique intellectual, methodological and human qualities. We wish to describe here, as Cecilia and Soledad would have wanted, what has already been achieved and to pay them homage by highlighting their specific contributions to this work.

## Research aimed at concrete outcomes for the South

This research would not have been possible without the intellectual stimulation and the financial support of the Geneva International Academic Network (GIAN), a foundation set up by Genevan academic institutions in 2001 with support from the Swiss Confederation and the State of Geneva, to foster an innovative strategic vision when encouraging research.<sup>2</sup> The particular aspect that GIAN chose to develop, on the assumption that Geneva had a deficit in this area, was that of intensifying contacts between the state's whole academic community and the international governmental and non-governmental organizations located in the area. GIAN seeks specifically to encourage joint efforts focused on the South and motivated by the goal of working as concretely as possible towards the resolution of the multitude of challenges facing these regions of the globe.

The financing provided by GIAN for this research enabled us to harness four different types of intellectual resources, those of: UNESCO/IBE<sup>3</sup>; comparative education<sup>4</sup>; the history of education<sup>5</sup>; and, last but not least, the Summer University on Human Rights and the Right to Education (*Université d'été des Droits de l'Homme et du Droit à l'Éducation*, UEDH)<sup>6</sup>. The latter gave us an opportunity to conduct an almost full-scale exercise in "interdisciplinary training for policy dialogue in the field of education". The financial support provided was used mainly for engaging research assistants in this work and for organizing extremely useful international exchanges of experts and expertise in the area concerned.

## Two key "field" incentives given by UNESCO/IBE

At the beginning of 2001, a key double incentive for the definition of our research project came from UNESCO/IBE: its existing activities in the area of "training for policy dialogue" and the forty-seventh session of the International Conference on Education (ICE) devoted to advancing "quality education for all young people aged 12–18 years". The latter perspective brought up to a certain extent the necessity of making an evidently difficult assessment of middle and upper secondary education on a global scale,

particularly in the “South” where it most frequently results in unemployment for the young graduates who no longer benefit from the now non-existent job opportunities in public administration. What has happened is that these services have undergone a drastic “slimming” process following “structural adjustment” policies imposed by the international donor agencies.

According to the senior management of the IBE, the extremely negative, not to say precarious, situation existing today in secondary education calls for the drawing up of a new vision for this level of education, while reviewing its curriculum in order to make it more relevant to those who receive it. Furthermore, according to these same officials, this renewal must be closely associated with and encourage a concern for an increasingly necessary “policy dialogue” at the international level.

Another factor about the South is that the time when the state was the unique supplier in the field of education and held a monopoly over its management and direction is now over. For UNESCO/IBE—also strongly in favour of “good governing”, in other words of bringing to the fore more democratic and transparent methods of government involving larger and more varied sectors of ‘civil society’—the preparation of a renewed vision of secondary education is an essential condition for the success of policy dialogue in this domain. Indeed, this vision should provide a basis for the discussions critically needed by the new partners for this dialogue, and it should be sufficiently concrete yet flexible in order to allow workable compromises between opponents more used to confrontation than to cooperation. These varied partners, together with the decision-makers in the ministries of education, formed the target audience of our project, which also sought to involve groups from the South carrying out educational research at university, either in the educational sciences or in other fields.

This vision of policy dialogue owes a great deal to Cecilia Braslavsky, as can clearly be seen from issue no. 136 of *Prospects*, which pays homage to her. In fact, through her advocacy of a new form of policy dialogue, she acted not for the first time in her life as an intermediary trying, with persistence and daring, to bring together actors who had chosen to ignore each other. In this way, she sought to put into action and practice the grand idea she had of the role of intellectuals. This comes out clearly in the following words of Juan Carlos Tedesco, at the time Director of IIEP/UNESCO in Buenos Aires, and a long-term comrade in the battles that Cecilia conducted in the field of education:

But beyond the specific contents that she put forward as the educational policy curriculum for the future, I believe that her life and her work could be analysed from the perspective of the role of intellectuals in present-day society. Of course, this is not the only useful approach, but it is the one that I think she would have preferred. We, the educators, are an extremely special group in the general body of “intellectuals”, since our purpose has been and remains linked to the most fundamental objectives of modernity: to transmit the cultural heritage and to develop in a universal manner the capacity to participate in social life. Despite the difficulties, the objectives remain pertinent. However, as educators—and Cecilia assumed this role completely and reminded us of it every time we showed signs of weakness—we cannot allow ourselves to show any uncertainty. As educators committed to the values of equity and justice, neither can we accept fundamentalist answers, whether of an authoritarian or “market” type, or whether they tackle the

problems of the crisis in transmission by methods that are unacceptable from the ethical or political points of view (Tedesco, 2005, p. 29–30).

## The role of history

Another essential characteristic of this research project on policy dialogue, which was put forward for discussion by UNESCO/IBE, was that it did not represent an obligation to suggest an instantaneous and concrete reform of secondary education. The preference was, and resolutely so, to favour the preparation of a renewed vision of secondary education for today and tomorrow so as to foster policy dialogue on this matter. And UNESCO/IBE knew how to propose to the appropriate people that the construction of this vision, as well as its discussion during the training sessions on policy dialogue, should draw on historical and comparative knowledge about secondary education.

Let us first explain this rather surprising initial role thus placed on history, and particularly on the history of education, for the construction of this vision, and at the behest of representatives, and more particularly one female representative, of an international educational organization resolutely oriented towards the future.

This unusual option was based to a large extent on one of Cecilia Braslavsky's extremely strong personal convictions, explained with much vigour in the issue of *Prospects* devoted to her. The title—"The history of education and the contemporary challenge of quality education for all"—and the content of her article in it illustrate the depth of her interest in history as a discipline, as well as her competence and convictions as a historian of education. She identified herself with the kind of historical awareness put forward by Jörn Rüsen (Rüsen et al., 1991), while strongly condemning its total absence in international debates on education, an oversight which she felt needed rectifying by encouraging as far as possible a "genealogical historical awareness" among people. As a disciple of Rüsen, she wrote that people who had acquired this capacity would become both custodians of memory and inventors of new and original approaches. According to their own personal choices, they could play a role in either action or intellectual reflection. The former would create the institutional structure of a new paradigm and the latter its conceptual framework (Braslavsky, 2005b, p. 11–12).

This is why, from the outset of this research project, both she and Pierre Luissoni understood so clearly the reasons why it was necessary to reconstruct the history of the discussions on secondary education which had taken place over some fifteen of the ICE sessions that the IBE has been organizing on a regular basis since 1934 (Magnin & Zottos, 2005), in order that it become, through adequate pedagogical means, a key element in the historical component of the interdisciplinary training for policy dialogue in the field of education. The basic idea was to give those involved a historical awareness that they hardly possessed—or not at all—about the major trends defining the way in which secondary education had evolved during the twentieth century, an awareness that was lacking, principally because in most countries the past had never been the subject as such of any kind of organized learning, as Cecilia Braslavsky had also shown in the aforementioned article.

## **The two important contributions of comparative education**

As for Soledad Perez, a devoted comparatist, there is no doubt that this research corresponded closely to her knowledge and know-how of the subject. Even more so in that, some years previously, she had been deeply involved in the setting up of a comparative framework for education in the world that eventually became the IBE's IBEDOCs country-by-country database on the development of contemporary education systems.

In the present research, beyond, but also based on, the comparative analysis of the results obtained from various countries of the South on recent developments in their secondary education systems (Anne & Sifuentes, 2005), Soledad's original intention had also been, through four case studies going back to 1980 and dealing with Argentina, Cameroon, Ecuador and Tunisia, to understand something new about the way in which educational systems in the South were changing, and particularly about the influence of the nature and the form of the "transfer of educational models" from which these systems had benefited, to be assessed by quantitative and qualitative analyses.

Our colleague also strongly supported the hypothesis, which she intended to demonstrate through the four case studies, that the present day could be very largely explained and understood by what went before and by the transfer of educational models that had taken place in the past since, in many countries of the South, secondary schools today are still strongly influenced by their colonial origins. But she also clearly saw that, when the power of nation-states had collapsed or waned in favour of other power centres, including that of international organizations that had become donors for the countries of the South in order to encourage—we are told—their development, the nature and the type of the aforementioned transfers were different from what they had been before. This heightened awareness led her to develop a typology for the transfer of educational models enabling their form and their former and present influence to be characterized. On this basis, she also intended to develop further her theories about the transfer of contemporary educational models and their specific effects according to the type and degree of their 'integration'. For this purpose she had begun to write a promising text of some forty pages (Perez & Anne, 2004), entitled "Transfers of educational models and secondary education reforms: research on the present situation (1980–2003)". The evolution of Soledad's health prevented her from completing this work, but she has nevertheless left us with a stimulating text on this subject and an already well-advanced work that may be continued. One direction which should be pursued is the follow-up on the in-depth analysis and comparative discussions—particularly regarding the transfer of educational models—of some central themes running through the four extensive case studies referred to earlier. Furthermore, through the present research, our colleague's work on the transfer of educational models has become an essential baseline for the work of the historian of education concerning the history of secondary education in the countries of the South before, during and since colonization. This is a valuable outcome arising from the interdisciplinary character of this intellectual enterprise.

## From saying to doing

In a research project of this type, creating unusual partnerships, the difficulty is not in advancing the work within each of the different components of the project. It is much more difficult to bring them together in a synergy around a central theme. In the case at hand, we need to recall the fundamental purpose of the research, since it will throw light on both the successes and the shortcomings of the project at each stage of its development. Let us reiterate that this project consisted of the preparation and the introduction of interdisciplinary *training* for policy dialogue on the subject of secondary education in countries of the South and not in establishing, and even less in implementing and directing, an actual reform of secondary education. This means that the project, while attempting not to be academic, dealt with verbal and symbolic exchanges, levels of awareness—historical and other—as well as “representations” (as historians would say, see Chartier, 1998, p. 67–86) that people make of things. At no time did we attempt to establish with our partners the actual introduction of possible changes to be converted as rapidly as possible into workable policies. The idea was rather to make the discussion of these changes an opportunity for learning about an innovative policy dialogue.

Nevertheless, this separation between “discussing” and “doing” could be just hair-splitting, for between the renewed vision that we were trying to bring forth and a reform plan that could actually be carried out there was in fact less difference than there seemed. And perhaps this gap between thinking about a needed reform and its implementation is also attributable in fact to the existing difficulties of actually succeeding in organizing truly interdisciplinary training sessions on policy dialogue in Africa and Latin America with our target audience. If we had been able to overcome these obstacles, perhaps we could have better measured the reality of the innovative dynamics we were expecting from the knowledge acquired in the context of this research, both from the history of international discussions on secondary education arising from the ICE sessions dealing with this matter in the twentieth century, and from comparative education analyses on the efficiency of the educational systems as well as on everything that is at stake in different ways, in the transfer of educational models from the northern colonizers to the southern colonies.

## An initial and almost life-size experiment

In the summer of 2004, during a three-week session of the UEDH, we finally had the opportunity to carry out the entire training scheme that we had devised in a practical experiment over three consecutive days. However, those involved in this experiment did not bear an exact resemblance to our target audience.

Indeed, the participants at the UEDH found themselves in a meeting room in the North and not in the South, and they were not decision-makers or partners in the educational system, but members of different types of international non-governmental organizations. They did, however, have one thing very much in common with the ideal

audience for our project: the vast majority of them came from countries of the South (particularly Latin America and Africa) and also from Eastern Europe.

What came out clearly in the participants' evaluation of the training was their great satisfaction with the training experience provided and the expertise acquired, whether it was training in policy dialogue itself, or an introduction to the history of the international debate on secondary education, or the comparative analysis of the development of secondary education in different countries and the problems encountered, particularly concerning the often haphazard way in which the transfer of contemporary educational models had taken place.

The training provided was greatly appreciated because it seemed to allow those involved, firstly, to learn about original techniques to stimulate group discussions and, secondly, to discover two new aspects of modern secondary education: its evolution in time and space, inspired by two different sources, a double resource, including both quantitative and qualitative information. This relative cultural and intellectual "shock" was easy to observe at the time, but its impact in the long term is, however, much more difficult to assess, since in the first instance, and as was stated among the original objectives of our research, it affects the awareness of those involved. To achieve this training objective in a context of the South would perhaps throw a different light on the meaning of our project, particularly because the urgency of the matter that we are dealing with, which could probably be observed more easily in that situation, could have stimulating and tangible effects on the people being trained.

### **Assessing secondary education prior to the 47th session of the ICE**

Another activity included in the initial research plan became a reality: a seminar for invited participants took place from 5 to 7 September 2004, immediately before the forty-seventh session of the ICE. It allowed us to reach another of the declared objectives of our project, which was to produce knowledge liable to contribute to increasing the value of the discussions during this conference. This was accomplished particularly through the contributions of our seminar participants on workshop panels and in the plenary sessions of the conference, drawing the attention of some 1,100 participants, including more than 100 ministers or vice-ministers of education, to the main findings that came out of our preliminary meeting, which itself brought together some forty researchers and field workers from five continents and from broad disciplinary, professional and institutional backgrounds.

This seminar was the second in a series that, in exactly the same way as the first "pre-conference seminar" held in 2001,<sup>7</sup> associated the IBE and the University of Geneva with the Educational Research Service (Service de la Recherche en Éducation, SRED) of the Genevan Department of Public Instruction.

As a prologue to the presentation by the seminar's keynote speaker, Ricardo Petrella, Cecilia Braslavsky made a welcome speech in which she stated once again her deep conviction about secondary education: at a time when it is increasingly widespread, it is

necessary to reinvent it taking account of its past, but employing one's powers of imagination too so as to make it more relevant (Braslavsky, 2005a).

Observing that education is increasingly dependent on private interests and the market economy, Ricardo Petrella vigorously opposed the present trends in the educational field, which he considered to be extremely harmful. He stressed that, in his opinion, justice in the distribution of knowledge is nowadays severely threatened and perturbed by the appropriation of knowledge for profit, compared with the essential role that it should play in the making of harmonious citizenship (Petrella, 2005). This masterful lecture was abrasive and invigorating, but also disturbing because of the glimpse it gave of movements and currents at work on a global scale on the subject of the "private"—or to put it more clearly, "anti-state"—financing of education, with all its implications when we recall the old maxim: "He who pays the piper calls the tune". What are the limits of education financed in this way?

The seminar then focused on a description of the present state of education in the world by referring in the first place to the international indicators furnished by UNESCO and OECD. On the basis of a series of comparative analyses (Anne & Sifuentes, 2005; Bray & Jiang, 2005; Bottani & Pegoraro, 2005; Catlaks, 2005) dealing mainly with the attendance rates for secondary education, the length of schooling, as well as graduation rates, the present situation of this level of schooling would seem to be very unsatisfactory, owing in part to an ever-more-evident inequality of access and also to the colossal, not to say insuperable, difficulties that these students face in finding work on the job market.

In another link with the research that concerns us here, the seminar dealt in depth with the transfer of educational models and their implications from historical (Magnin & Zottos, 2005; Moscoso, 2005; Reese, 2005), comparative (Benavot, 2005), as well as financial (Robertson, 2005) perspectives. Thanks to Reese's article, it became clear that the models of the North, i.e. the North American model, that were "transferable", could themselves be facing disapproval from a significant fraction of the present population being educated by them. As for the other articles just mentioned, they showed that today the transfer of educational models from the North to the South no longer takes place, as it once did, between a metropolitan country and its colonies. Indeed, as is demonstrated by examining the henceforth international financing of modern secondary educational reforms imposed on some southern countries by various international donors, what is actually being transferred today is no longer the specific culture and values of a colonizing nation, but the value system and practices that the international partners support and which are aimed at creating the optimal conditions for the development of a global capitalism which consigns national capitalist logic to the sidelines.

Although it was organized in a more academic perspective, this seminar was not entirely "theoretical". It also covered many references to specific new ways of organizing secondary education: in Africa—through the experiments conducted by the Forum of African Women for Educationalists (FAWE—see de Marcellus, Souto & Madsen, 2005); in what has happened through the use of the Internet as a form of Paolo Freire's "pedagogy of liberation" in Brazil (de Almeida, 2005b; as well as de Almeida, 2005a); and in the UK, concerning an alternative model of vocational training at the post-



compulsory secondary level (Philipps, 2005), which we mention because it clearly demonstrates that the crisis facing traditional post-compulsory training is also affecting the North, where a significant number of young people (some 20% of an age cohort, a percentage that has become stable over a number of years, thus affecting a very large number of the 15 to 25 age-group) find themselves in a position of great vulnerability.

The seminar continued into an evening event attended by some high school students from Geneva, which corresponded to the spirit of our research. It opened the way for an impressive outspoken demonstration by a dozen young African girls of the power of emancipation and liberation conferred on them by their involvement in the secondary-school networks developed through the internship systems set up by the Forum for African Women Educationalists (FAWE).

Later, a group of eight slightly older young Brazilians presented an example of “a community empowerment experience through a social role assigned to the school” (de Marcellus, Souto & Madsen, 2005, p. 292). Within the “Opening up Spaces” programme organized by the Education Secretariat in the State of Bahia, these young people set up *capoeira* workshops within very marginal communities where participants experienced, both individually and collectively, the liberating and integrating benefits of this dance form and body language originating among African slaves transported by force to Brazil in the eighteenth century.

## The outlook

By way of conclusion we will now put forth a series of remarks concerning the three main components of this research project and sketch out questions which deserve to be further explored.

A considerable quantity of training material has arisen from this research, both in the historical and comparative aspects, as well as on the conduct of policy dialogue itself. The pedagogical efficiency of it could certainly be improved if we developed this training in the South on a fairly large scale: through the organization, for example, of some ten interdisciplinary regional “inter-training” sessions for policy dialogue in the field of education, each one followed by a critical appraisal leading to an adaptation of the teaching material used in these sessions, particularly so as to make it specifically relevant for different regions of the South.

The organization of such a series of meetings is justified in its own right but it could also be of importance, especially in Africa, for favouring a “regional” historical study of the development of secondary education. Such a study could lead to a major assessment for the long-term future by determining the present state of archives relevant to this history and the preservation of these historical (re)sources. It will no doubt be useful, even indispensable, to complement them with the systematic collection of oral testimonies on education in the twentieth century in these regions. The construction of such a history would have major implications for our common understanding of the impact that the transfer of educational models has had through different forms of colonization (British, French, etc.), both before and after “independence”.

Another aspect regarding the historical dimensions of the research is worth mentioning here. The conviction held by Cecilia Braslavsky and many others about the “usefulness” of history in forming a historical awareness in the minds of all those involved in the educational enterprise, thought to be helpful for transforming schooling and particularly secondary education, no longer seem so obvious. The functions of history and its so-called “lessons” may come into serious conflict with the fundamental changes taking place in contemporary society, with the consequence that, even in intellectual and/or educated circles, the Past, and History, are less and less easily taken into account outside the world of its own experts. This is perhaps due to the fact that, in a society with an increasing appetite for instantaneous sensations, it is less common than before to pay attention to the background noise of the deep-rooted trends of change or inertia that the study of the past reveals. Even more so since the “discourses” of modern historians, compared with what they have been traditionally, and compared with those arising from other disciplines or trends in the social sciences, do not set out firm pronouncements or prescriptions for action, a tendency which for many people renders these discourses, and at the same time the historians, if not useless, not altogether useful in the short term.

As far as the comparative aspects of the research are concerned, a vast amount of work has commenced that deals with historical and contemporary analyses, in several countries, of the impact of the transfer of educational models. These analyses should be developed further and differentiated so as to shed light on the variable nature and the overall impact of the transfers of educational models. The objective of such studies would be to further the elaboration of the stimulating typology of these transfers already prepared by Soledad Perez. They could contribute to the current debate on the impact at the global level of the transfer of early and more recent educational models, as characterized by Aaron Benavot (2005) in the book resulting from the pre-conference meeting. Do they provoke a standardized unification of education at the world level, or on the contrary, is this domain clearly differentiated at the global level? This discussion may draw on both the “unifying” hypotheses of the Stanford School, presented at the seminar by Francisco Ramirez, and those of the Berlin School, led by Jürgen Schriewer, also present at the meeting, which sees world education as being more diverse than unified.

As the 2004 seminar and the resulting collection of articles have shown (Bottani, Magnin & Zottos, 2005), we are at present moving away very clearly and very rapidly from the approaches and objectives apparent in the national development of educational systems as we knew them, particularly in the context of the previous ICE sessions, during the epoch of nationalism and the Cold War—a time that bears no resemblance to our own. Both in the North and in the South, more and more educational matters are being influenced by more numerous and more powerful actors who, both at the inter-governmental and at the private-sector levels, are tending to make education a product like any other, assuming that it can be completely managed and governed by market pressures according to the law of supply and demand, including the developments related to the goal of achieving education for all by the year 2015. This evolution clearly

has implications for the strongly growing demand for secondary education and university-level training.

Finally, we wish to emphasize that these movements, unlike the global conflicts that took place during the Cold War, are occurring in a context increasingly marked by *communautarisme*, i.e. the segmentation and closing-in on themselves of people and communities, with all the dangers that such movements imply regarding the need for peoples and societies to accept the universal values that the world depends on more than ever to tackle successfully the multitude of challenges facing it. In the continuing struggle to overcome these negative tendencies, the brilliant contributions and fighting spirits of Cecilia Braslavsky and Soledad Perez will sorely be missed, but the intellectual legacies they have left behind will continue to light our way for a very long time to come.

## Notes

1. For a detailed description of this project, see <http://www.ruig-gian.org/research/projects/project.php?ID=12>.
2. For further information about GIAN, see <http://www.ruig-gian.org/>.
3. Represented by its director, Cecilia Braslavsky, Pierre Luisoni, then Principal Programme Specialist, and Abdoulaye Anne, research assistant.
4. Represented by Soledad Perez, professor and researcher in this field within the Educational Sciences Section (SSED) of the FPSE at the University of Geneva, in collaboration with Abdoulaye Anne and David Sifuentes, both of whom were her research assistants.
5. Through Charles Magnin, in collaboration with Eléonore Zottos, research assistant.
6. Represented by Alfred Fernandez, who was at that time joint chairman of UEDH, which became in 2005 the Henry-Dunant University College/Summer University on Human Rights (HDUC/SUHR).
7. A similar pre-conference seminar had taken place in 2001, immediately prior to the forty-sixth session of the ICE and this too resulted in a publication (Bottani & Audigier, 2004).

## References

- Anne, A., Sifuentes, D. 2005. La situation de l'enseignement secondaire dans quelques pays d'Afrique et d'Amérique latine [The secondary education situation in some African and Latin American countries]. In: Bottani, N., Magnin, C., Zottos, E., eds. *L'enseignement secondaire à l'échelle mondiale: bilans et perspectives/Secondary education worldwide: assessments and perspectives*, pp. 97–118. Geneva, SRED. (Proceedings of the seminar held in Geneva, 5–7 September 2004. Book no. 14.).
- Benavot, A. 2005. Flows of educational models to developing countries: the impact of political changes and global processes. In: Bottani, N., Magnin, C., Zottos, E., eds. 2004. *L'enseignement secondaire à l'échelle mondiale: bilans et perspectives/Secondary education worldwide: assessments and perspectives*, pp. 203–211. Geneva, SRED. (Proceedings of the seminar held in Geneva, 5–7 September 2004. Book no. 14.).
- Bottani, N., Audigier, F., eds. 2004. *Education et vivre ensemble* [Education and living together]. Geneva, SRED. 282 p. (Proceedings of the seminar on 'Including living together in the curriculum'. Book no. 9.).

- Bottani, N., Pegoraro, R. 2005. La situation de l'enseignement secondaire dans les pays de l'OCDE [The secondary education situation in OECD countries]. *In*: Bottani, N., Magnin, C., Zottos, E., eds. 2004. *L'enseignement secondaire à l'échelle mondiale: bilans et perspectives/Secondary education worldwide: assessments and perspectives*, pp. 65–96. Geneva, SRED. (Proceedings of the seminar held in Geneva, 5–7 September 2004. Book no. 14.).
- Braslavsky, C. 2005a. Allocution d'ouverture du séminaire préliminaire à la 47<sup>e</sup> CIE [Opening speech at the preliminary seminar for the forty-seventh ICE]. *In*: Bottani, N., Magnin, C., Zottos, E., eds. *L'enseignement secondaire à l'échelle mondiale: bilans et perspectives/Secondary education worldwide: assessments and perspectives*, pp. 45–51. Geneva, SRED. (Proceedings of the seminar held in Geneva, 5–7 September 2004. Book no. 14.).
- Braslavsky, C. 2005b. The history of education and the contemporary challenge of quality education for all. *Prospects* (Dordrecht), vol. 35, no. 4, pp. 5–22. (No. 136 in the series.).
- Bray, M., Jiang, K. 2005. Secondary education in Asia. *In*: Bottani, N., Magnin, C., Zottos, E., eds. *L'enseignement secondaire à l'échelle mondiale: bilans et perspectives/Secondary education worldwide: assessments and perspectives*, pp. 133–145. Geneva, SRED. (Proceedings of the seminar held in Geneva, 5–7 September 2004. Book no. 14.).
- Catlaks, G. 2005. Secondary education and “transition” in Central and Eastern Europe. *In*: Bottani, N., Magnin, C., Zottos, E., eds. *L'enseignement secondaire à l'échelle mondiale: bilans et perspectives/Secondary education worldwide: assessments and perspectives*, pp. 119–145. Geneva, SRED. (Proceedings of the seminar held in Geneva, 5–7 September 2004. Book no. 14.).
- Chartier, R. 1998. Le monde comme représentation [The world as an image]. *In*: Chartier, R. *Au bord de la falaise. L'histoire entre certitude et inquiétude*, pp. 67–86. [Article originally published in the review *Annales ESC*, November–December 1989, no. 6, pp. 1505–1520.].
- de Almeida, F.J. 2005a. Modèles alternatifs: généralisés ou institutionnalisés? [Alternative models: widespread or institutionalized?]. *In*: Bottani, N., Magnin, C., Zottos, E., eds. *L'enseignement secondaire à l'échelle mondiale: bilans et perspectives/Secondary education worldwide: assessments and perspectives*, pp. 253–269. Geneva, SRED. (Proceedings of the seminar held in Geneva, 5–7 September 2004. Book no. 14.).
- de Almeida, M.E.B. 2005b. Educational transference in Brazil: Freire's pedagogy and digital technology in teacher training. *In*: Bottani, N., Magnin, C., Zottos, E., eds. *L'enseignement secondaire à l'échelle mondiale: bilans et perspectives/Secondary education worldwide: assessments and perspectives*, pp. 241–251. Geneva, SRED. (Proceedings of the seminar held in Geneva, 5–7 September 2004. Book no. 14.).
- de Marcellus, O., Souto, M., Madsen, N. 2005. Écoles et communautés: pratiques novatrices d'Afrique et du Brésil [Schools and communities: new practices in Africa and Brazil]. *In*: Bottani, N., Magnin, C., Zottos, E., eds. *L'enseignement secondaire à l'échelle mondiale: bilans et perspectives/Secondary education worldwide: assessments and perspectives*, pp. 287–293. Geneva, SRED. (Proceedings of the seminar held in Geneva, 5–7 September 2004. Book no. 14.).
- Magnin, C., Zottos, E. 2005. Enseignement secondaire et «transferts de modèle éducatif»: le cas de la Conférence internationale de l'éducation (CIE) 1934–1986 [Secondary education and the “transfer of educational models”: the case of the ICE]. *In*: Bottani, N., Magnin, C., Zottos, E., eds. *L'enseignement secondaire à l'échelle mondiale: bilans et perspectives/Secondary education worldwide: assessments and perspectives*, pp. 179–199. Geneva, SRED. (Proceedings of the seminar held in Geneva, 5–7 September 2004. Book no. 14.).

- Moscoso, M. 2005. Dynamique du développement de l'éducation secondaire et transfert de modèles éducatifs en Équateur durant les XIXe et XXe siècles [The development impetus of secondary education and educational models in Ecuador in the nineteenth and twentieth centuries]. In: Bottani, N., Magnin, C., Zottos, E., eds. *L'enseignement secondaire à l'échelle mondiale: bilans et perspectives/Secondary education worldwide: assessments and perspectives*, pp. 159–178. Geneva, SRED. (Proceedings of the seminar held in Geneva, 5–7 September 2004. Book no. 14.).
- Perez, S., Anne, A. 2004. *Transferts de modèles éducatifs et réformes de l'enseignement secondaire: recherche sur la situation contemporaine (1980–2003)* [Transfers of educational models and secondary education reforms: research on the present situation (1980–2003)]. [Incomplete manuscript written for the GIAN research project on “Interdisciplinary training for policy dialogue in the field of education”.] 38 p.
- Petrella, R. 2005. Conférence inaugurale. Les enjeux des politiques d'éducation face aux transformations à l'ère de la mondialisation [The implications of educational policies confronted with the era of globalization]. In: Bottani, N., Magnin, C., Zottos, E., eds. *L'enseignement secondaire à l'échelle mondiale: bilans et perspectives/Secondary education worldwide: assessments and perspectives*, pp. 53–62. Geneva, SRED. (Proceedings of the seminar held in Geneva, 5–7 September 2004. Book no. 14.).
- Philipp, G. 2005. An alternative model of secondary vocational education in a developed country: the United Kingdom. In: Bottani, N., Magnin, C., Zottos, E., eds. *L'enseignement secondaire à l'échelle mondiale: bilans et perspectives/Secondary education worldwide: assessments and perspectives*, pp. 229–240. Geneva, SRED. (Proceedings of the seminar held in Geneva, 5–7 September 2004. Book no. 14.).
- Reese, W.J. 2005. American high schools since the early nineteenth century. In: Bottani, N., Magnin, C., Zottos, E., eds. *L'enseignement secondaire à l'échelle mondiale: bilans et perspectives/Secondary education worldwide: assessments and perspectives*, pp. 149–157. Geneva, SRED. (Proceedings of the seminar held in Geneva, 5–7 September 2004. Book no. 14.).
- Robertson, S. 2005. International organization and secondary education: financing. In: Bottani, N., Magnin, C., Zottos, E., eds. *L'enseignement secondaire à l'échelle mondiale: bilans et perspectives/Secondary education worldwide: assessments and perspectives*, pp. 213–226. Geneva, SRED. (Proceedings of the seminar held in Geneva, 5–7 September 2004. Book no. 14.).
- Rüsen, J. et al. 1991. Untersuchungen zum Geschichtsbewusstsein von Abiturienten im Ruhrgebiet. [Survey of the historical awareness of graduates in the Ruhr region]. In: Bodo, B., Pandel, H.-J., Rüsen, J., eds. *Geschichtsbewusstsein empirisch*. Paffenweiler, Germany: Centaurus.
- Tedesco, J.C. 2005. Introduction to the Open File “Theory and action in the life of Cecilia Braslavsky”. *Prospects* (Dordrecht), vol. 35, no. 4, pp. 23–30. (No. 136 in the series.).